

Inspection of Fir Vale Children Centre

Firvale Pre School, Firvale Centre, Earl Marshal Road, Sheffield, Yorkshire S4 8LB

Inspection date: 8 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and busy throughout the day. They grow in confidence and independence through well planned and motivating activities indoors and out. For example, they design their own drainpipe tracks to race toy vehicles and instruct each other on ways to make cars go faster. Staff have high expectations for all children's behaviour and emotional development. They provided strong support for children who were absent during the COVID-19 (coronavirus) pandemic lockdowns by, for instance, providing home-learning activities. This helped children settle smoothly into their play on their return to the children's centre.

Children feel safe and secure. Staff establish close relationships with parents from the start and this contributes to the children's sense of well-being and belonging. They make positive use of their bilingual skills to support children and their families. Children behave well. Staff provide sensitive support for children who find it difficult to manage their own behaviour. For example, children learn to take their turn and be patient as they tenderly care for the butterflies emerging from their chrysalis. The manager leads her well-qualified staff team well. They are further developing procedures for all staff to share ideas and build on their skills.

What does the early years setting do well and what does it need to do better?

- Children are introduced to many songs and rhymes throughout their time at the children's centre. They quickly become familiar with them and eagerly join in with the repeated phrases and rhyming words. Staff read stories in an animated and lively manner and plan exciting activities to help children recall and understand them. For example, children create giant floor charts and pictures to remember the different foods 'The Very Hungry Caterpillar' eats.
- The manager provides strong leadership. She is supported well by senior staff and the trustees. There is a clear vision for future development, which is shared with staff and parents. Staff are given time and opportunity to access training opportunities and contribute to improving the curriculum. The manager is currently leading staff in undertaking research to identify and share the best practice through the children's centre. This is still at an early stage of development.
- Staff help children to acquire the skills they need for their future learning, including making a successful start to school life. They accurately review children's achievements and plan carefully for their consistent progress. Children learn to listen well to others and follow increasingly complex instructions. For example, they work together to decide where to plant seeds and bulbs and understand the conditions they need for growth. Staff engage well with children and, generally, ask good questions. Staff support children's language development well, overall. However, they do not always give children time to

answer fully and express their reasoning.

- Children are well behaved. Staff are kind and gentle role models to children. They warmly praise them and value their ideas and achievements. Staff skilfully reinforce children's good behaviour through purposeful praise. They successfully help them to explore their emotions and learn to be tolerant of others. Strong partnerships with other agencies, such as speech therapists, support children who need additional help in their learning or emotional development.
- Parents strongly recommend the children's centre. They appreciate staff's knowledge and understanding of children's interests and attitudes. Staff use the detailed information parents provide about children's interests, skills and knowledge to plan precisely for future learning. Parents welcome the useful information they regularly receive on their children's progress. They particularly appreciate the support they have received during the pandemic.
- The children's centre makes a good contribution to children's health and well-being. Children enjoy participating in initiatives, such as 'The Active Toothbrush Project', and understand the benefits. Staff offer cookery courses to parents to help them give their children the healthiest start to life.
- Staff encourage children to develop their understanding of shape and numbers through their play. For example, the children decide to count the number of pumpkin seeds in the packet. They wonder how much space twenty seeds will need to grow.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff are well trained in child protection procedures. Good use is made of weekly staff meetings to refresh staff's knowledge through quizzes and scenarios. They know how to identify signs that children may be at risk of abuse or neglect. They are very clear who to report their concerns to and how to make sure they are suitably managed. There are clear procedures for handling an allegation against a member of staff. Staff ensure that children play in a secure and safe environment.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support staff to develop their questioning skills to ensure they give children time and opportunity to answer fully and express their reasoning
- build on the provision for all staff to develop their skills through sharing the best practice within the setting.

Setting details

Unique reference number	2519390
Local authority	Sheffield
Inspection number	10194609
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	68
Number of children on roll	44
Name of registered person	Fir Vale Children Centre CIO
Registered person unique reference number	2519389
Telephone number	01142518909
Date of previous inspection	Not applicable

Information about this early years setting

Fir Vale Children Centre registered in 2019. The pre-school employs 12 members of childcare staff. Of these, five hold appropriate early years qualifications at level 6, one at level 5, five at level 3 and one at level 2. This includes two members with early years teacher status. The children's centre opens from Monday to Friday term time only. Sessions are from 8am to 4pm. The children's centre provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector conducted a learning walk together to review the children's learning experiences.
- The children talked to the inspector about their activities.
- The manager and the inspector conducted two joint observations.
- Discussions were held with senior leaders and other members of staff.
- The inspector discussed the management and organisation of the children's centre with the manager and reviewed relevant documents.
- The inspector held discussions to seek the views of parents.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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